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Stimulation Techniques in Increasing Dysaudia Children's Ability to Speak Fonem Konsonan Apico Alveolar

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Abstract: The tongue is one of the most important articulators in the language of sound. The tongue makes various sounds, both vowels, and consonants, that produce words and sentences. Children in their siblings experience an inability to hear difficulties in their auditory feedback. Hearing disability causes their articulation abilities to be very limited. Articulation is an important component of verbal communication. Articulation has a close relationship with phonology and other aspects of communication. Therefore, use the right media to help pronounce the sentence more easily stimulated when speaking, it is necessary to practice articulation for them. Sweet spatulas are made to help the tip of the tongue so that it is indeed a compilation of words containing Alveolar Apico Phonemes. The results showed an increase in children's ability to articulate words containing Alveolar Apico both in front, middle, and back of the baseline session compared to using sweet tongue spatula media. Increasing Dysaudia child's ability shows sweet taste stimulation on the tip of the tongue that can stimulate the brain, which provides the tip of the tongue for movement and movement in articulation that produces the words needed
Keywords: Tongue; dysaudia; articulation; sweet tongue spatula; apio alveolar phoneme

INTRODUCTION

Saying thoughts in the form of speech or also called oral communication is an important thing to have. Children are generally able to quickly reflect on their ideas in one word made by several phoneme sounds both vowels and consonants. So fast and precise in supporting the tools they say. Good coordination between the flow of air from the lungs used, how to drain and make pressure on their motor organs, produce good language and articulation.

Children in children increase hearing disability so that difficulties in doing so provide information and make reciprocal communication. This makes it difficult for them to develop their speech and language skills, because it requires the right technique in doing the articulation exercises.

This exercise is the basis developed in children to be able to communicate verbally. Reality in children with disabilities has limitations in developing expressive language skills. The articulation test results performed on students showed that there were still many substitutions (substitutions) for phoneme sounds, omission (disappearance) of phoneme sounds, distortion (coding) phoneme sounds, and additions (refinement) phoneme sounds when he searched for keywords

A person with a disability holds responsibility for the potential owned by Kayu (in Augustia & Kristiana, 2016) stating that 'children and adolescents with disabilities have a strong willingness to survive, grow, and learn. An individual who improves physical disability, has more willingness and ability that is stronger than normal people in general, to support a strong ability to survive, grow and learn, requires strong self-confidence too, with high self-confidence, someone who can support will be able to show their abilities that may exceed normal people in general.

The results of previous studies conducted by Suparno (2003) showed an increase in articulation in the majority of subjects (86.36%) after learning the articulation activities in children with disabilities.

Data obtained from other studies conducted by Dewanti and friends in 2013 in Class VII students of SMP in Bandar Lampung, showed that there was a significant relationship between self-confidence in communicating with students' interpersonal communication.

Physical perfection is the initial capital for an individual to achieve and gain access to be accepted in the community, but based on several studies conducted at the department, it is not a barrier for a person to optimize the potential that exists in him.

"Vehicles" that transport nakna from within thoughts, ideas, concepts, and attitudes, in the form of sounds, words, phrases, and sentences, are principally articulations (Pranindyo, 2000).

Articulation exercises require the right techniques and media, one of which is the taste stimulation technique that has been developed by the author in correcting the speech made by students in the audience.

This technique refers to the phonetic placement method that has been done for a long time in practicing the verbal language skills of students in the community and is based on the results of assessment of students' articulation abilities that are different from each other.

According to Van and Irwin (1958), in Pranindyo (2000); The sense of touch and motion that occurs in the oral cavity will be fed back to the brain after going beyond processing (perception). This sensation will be more important when maintaining or maintaining the truth of articulation compared to when learning articulation.

Based on the expert's opinion, the innovation made by the author is that tongue spatel media used when performing articulation exercises consists of four different types of flavors for each different receptor point on one of the articulator organs namely the tongue, thus the sensation will stimulate the brain to feedback in the form of verbal language.

According to the Big Indonesian Dictionary, the tongue is a body part in the mouth that can move motion easily, the point is to lick, taste, and speak. Whereas according to biology, the tongue is one of the five sense organs possessed by humans. Tongue is one part of our body that is very sensitive and has a function as a taste bud, as a tool for feeling and the organs that we use to turn back food when chewing.

Tongue has a map. A tongue map is a concept that shows that certain parts of the tongue can taste certain basic tastes. The tongue mapping of the four basic tastes is as follows: a) Sweet taste is felt at the top or tip of the tongue. b) Saltiness is felt on the front edge of the tongue (left and right side). c) Sour taste is felt on the back of the tongue (left and right side). d) Bitter taste is felt at the base of the tongue.

Every word spoken is influenced by the correct position and pressure of the tongue to be heard clearly. Therefore, the author tries to use the tongue spatel four flavor media to help stimulate the tongue as an articulator organ to be able to make the right movements when students are spoken to by saying each phoneme so that it can form a word properly.

In this regard, three kinds of language sounds that students must learn about as a basis for forming the right words are vowels, voiceless consonants, and voiced consonants.

Vowel phoneme namely phoneme a, o, u, e, i. Vocal phonemes can be formed by the movement of the tongue either forward or backward, when the tongue moves forward the front vowels i and e can be produced. But when the tongue moves behind the back vocal phoneme, namely a, o, and u will be produced. Likewise seen from the gap between the ceiling and tongue, can be small or large. Based on this, including narrow vowels are u and i, while field vowels are e, o, and a.

Besides vocal phonemes, bilabial phonemes are also divided into several groups, including bilabial consonants (p, b, m), semi vowel consonants (w), labiodental consonants (f, v), alveolar apico consonants (t, d, n, l), alveolar sibilant apico (s, z), alveolar apico roll consonants (r) palatal lamino consonants (c, j, ny), dorsovelar consonants (k. g, ng), and glotal consonants (h)

Based on the background above, the author tried to do articulation exercises using a taste stimulation technique on the tongue using a tasteful tongue spatel medium. The formulation of the problem that is the focus of this activity are: 1) How do you know the articulation errors that occur in students in the audience?; 2) How do you do articulation exercises using the tongue stimulation technique?; 3) What are the results of articulation exercises using the tongue stimulation technique?

The purpose of this study was to find a picture of how to improve verbal communication skills through articulation improvement exercises with tongue stimulation techniques using tongue spatel 4 taste media.

The benefits generated from this research for writers as speech therapy are finding the right techniques in improving children's verbal communication skills in children, and becoming a model for other schools in implementing the development of special PKPBI programs, in developing verbal communication models for children in children. For the Department of Education, it provides an overview of one particular PKPBI program learning model that can be adopted and developed by other schools in need.

METHOD

The method used in this study is single subject research or single subject research, with a cross variable multiple baseline design. The object of the study was B, a child disaudia 12 years old female sex. The dependent variable in this study is the ability to pronounce alveolar apico consonants. While the independent variables are the ability to pronounce the front, middle and back alveolar apico consonants.

The study was conducted by taking baseline data every day for 3 meetings for the ability to pronounce the middle alveolar apico consonant every day for 5 meetings, and for the ability to pronounce the rear alveolar apico consonant every day for 7 meetings by performing articulation tests saying words containing phonemes front, middle and back alveolar apico consonants. After the baseline data is obtained it enters the intervention stage. This intervention phase is also carried out until all variables reach the meeting until day 20.

Table 1. Results of Asessment of Initial Articulation Capability

Fonem Apico Alveolar	N	S	O	D	A	Informa-tion
/t-/Tangan	√	-	-	-	-	Taaa
/-t-/Tutup	√	-	-	-	-	Tutup
/-t/Kabut	-	√	-	-	-	Abul
/d-/ Daun	-	√	-	-	-	Laun
/-d-/ Dada	-	√	-	-	-	Chaacha
/d-/ Ahad	-	-	√	-	-	Aih
/n-/ Nangka	-	-	-	√	-	Aci
/-n- / Nanas	-	-	-	√	-	Aih
/-n/ Makan	√	-	-	-	-	Maa
/l-/ Lari	-	-	√	-	-	Ari
/-l-/ Palu	-	√	-	-	-	Papatu
/-l/ Kapal	√	-	-	-	-	Apal

FINDINGS AND DISCUSSION

This program is based on the results of the articulation test given individually to the previous subject, which shows that the subject experiences articulation problems (substitution, omission, and distortion of alveolar apico) so that the sound of the language spoken is still not clearly heard.

The implementation of the action is the implementation of the plan that has been made. This stage takes place with predetermined steps. The author asks the subject to mimic the words with alveolar apico phoneme elements (t, d, n, l). Alveolar apico is a consonant formed by the tip of the tongue where the pressure touches or approaches the alveolum. In the initial baseline session (3 meetings) the ability of the subject to pronounce a word that contains normal frontal alveolar apico phoneme elements, before undergoing substitution, the n-front is distorted, and the front undergoes omission, for the ability of the subject to pronounce the word contains phoneme elements - normal middle, - is undergoing substitution, is currently experiencing distortion, and is undergoing substitution. Whereas for the ability of the subject to pronounce words containing the phoneme-t back element experience substitution, the back -d experiences omission, -n behind normal, and -l back is normal.

There is only a slight difference in the fourth meeting when the subject says a word containing the middle alveolar apico-normal phoneme, but the fifth meeting returns to substitution. However, when the intervention was carried out there was an increase in articulation ability both in the front, middle, and back alveolar phoneme This shows the sense of stimulation provided through the use of sweet tongue spatars that can help the subject control the articulation point on the tip of the tongue which needs to be stressed in articulating show in table 1.

The results of the initial articulation assessment showed that the subject's ability to pronounce the front apico alveolar consonant phonemes in words; tan The results of the initial articulation assessment showed that the subject's ability to pronounce the front apico alveolar consonant phonemes in hand words: tangan (normal), daun (substitution with the phoneme l), nangka (distortion so correct) and lari (omisi). The subject's ability to pronounce middle apico alveolar consonants in close (normal), dada (substitution with the phoneme ch), nanas (distortion so aih), and palu (substitution into patu). The ability to pronounce increased ability to increase the front alveolar apicoon phoneme by 75%, middle as much as 50%, and rear by 50%. (normal), daun (substitution with the phoneme l), nangka (distortion so correct) and lari (omisi). The subject's ability to pronounce middle apico alveolar consonants in close (normal), dada (substitution with the phoneme ch), nanas (distortion so aih), and palu (substitution into patu). The ability to pronounce increased ability to increase the front alveolar apicoon phoneme by 75%, middle as much as 50%, and rear by 50%.

CONCLUSION

Articulation errors that occur in children in children can be known by assessing the ability of articulation, through which phonemes that experience substitution, omission, distortion, and additions can be known, and used as a basis for intervention

Articulation exercises using the tongue stimulation technique, carried out when helping children and say phonemes that still experience substitution, omission, distortion, and addition by helping the subject position the tongue at the right articulator point using a wooden spatel with sweet taste, so that the tongue become more stimulated and able to make proper movements and pressures in producing the right phoneme sound so that it is meaningful.

The results of the articulation exercise using the tongue stimulation technique carried out for 20 times this meeting experienced a significant increase in the ability of the subject to pronounce the front alveolar apicoon phoneme by 75%, on the ability of the subject to pronounce the middle alveolar apicoon phoneme by 50%, and the subject's ability to pronounce phonemes rear alveolar apicoids as much as 50%.

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